DOCUMENT RESUME

ED 279 421 PS 016 374

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TITLE Report to the State Board of Education: Full-Day, Daily Kindergarten. Presented to: Minnesota Board of Education.
INSTITUTION Minnesota State Dept. of Education, St. Paul.
PUB DATE Aug 86
NOTE 69p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Comparative Analysis; *Educational Change; Educational Experience; *Kindergarten; Primary Education; Quality of Life; *School Schedules; *State Aid
IDENTIFIERS *Full Day Programs; Half Day Programs; *Minnesota; Research Results

ABSTRACT

This report describes kindergarten schedules used in Minnesota, reports on program implications of the schedules, and states reasons why a full unit of state aid for kindergarten would help many school districts strengthen their kindergarten program. After introductory background information points out problems in scheduling kindergarten programs for Minnesota's children, discussion and tables indicate the present status of half-day daily, full-day alternate-day, full-day daily, and other "equivalent" schedules in Minnesota school districts. Outcomes of the law allowing kindergarten to be offered on a basis "equivalent" to the half-day daily schedule are pointed out. Discussion subsequently explores advantages and disadvantages of half-day, full-day, daily, and alternate-day scheduling from the point of view of the children and of the classroom teacher. The discussion attempts to separate issues of frequency of attendance, length of the school day, and double class loads for the kindergarten teacher: issues which result from legislation concerning kindergarten attendance and the level of funding for kindergarten programs. Concluding content reports recent research on the influence of full-day daily kindergarten programs on children's academic achievement and the quality of their school experience. A table of kindergarten schedules used in Minnesota's school districts is appended. (RH)

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REPORT TO THE STATE BOARD OF EDUCATION:

FULL-DAY, DAILY KINDERGARTEN

Presented to: Minnesota Board of Education

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PS 016374

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August 1986

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

REPORT TO THE STATE BOARD OF EDUCATION
FULL-DAY, DAILY KINDERGARTEN

This report will discuss the present Kindergarten scheduling in Minnesota and it will state reasons why a full-unit of state aid for Kindergarten would be helpful to many school districts in strengthening the Kindergarten program. At the present time only four districts have put their own money into a full-day, daily Kindergarten. These districts are: Blackduck, Chatfield, Nicollet, and one school in the Stillwater school district. In the 1986-87 school year two other districts will be expending district money to support full-day, daily Kindergarten: the Inver Grove Heights School District will have two classrooms and in the Rushford School District both sessions of Kindergarten will be on this schedule. The Hopkins School District had a three-year grant from the Council on Quality Education to operate a full-day, daily Kindergarten in one classroom. The district was unable to maintain the class or expand the program to other classrooms despite favorable findings on what it did for students.

Although full-day, daily Kindergarten is at beginning stages in Minnesota, a recent publication by the Educational Research Service reports that one-third of all public school kindergarten students across the county now attend school on a full-day schedule. This is a change from 1960 when almost all programs were half-day sessions. In the following states the majority of the children attend kindergarten on a full-day, daily basis: Alabama, Arkansas, Florida, Georgia, Hawaii, Mississippi, North Carolina, and Virginia. Most of these state have a shorter history of offering Kindergarten than Minnesota.

In New York state half of the children now attend Kindergarten on a full-day, daily basis. In New York City, a district with a Kindergarten population as large as our entire state's Kindergarten population, the decision of the board to implement full-day, daily Kindergarten occurred in May of 1983 and the district began offering full-day, daily Kindergaraten in September of 1983. They found almost 6,000 more parents sent their children to this program than they anticipated. These were parents who would have sent their children to private schools.

Three Types of Schedules

Three schedules will be discussed in the report. The Half-Day, Daily Schedule (HDD), the Full-Day, Alternate Day (FDAD), and the Full-Day, Daily Schedule (FDD). In

Minnesota, the first two schedules are used commonly. The present state aid formula for Kindergarten does not fund school districts to operate a full-day, daily schedule.

Background

Minnesota Kindergarten children were by law enrolled in daily school experiences of two-and-one-half hours until 1971. The legislature in 1971 permitted districts to be reimbursed for Kindergarten programs that operated for an "equivalent" amount of time (M.S. 124.17, subd. 1b).

The Effect of Equivalent Time on School Districts. Some school districts had lobbied for a change in law requiring daily Kindergarten. By eliminating the noon bussing of Kindergarten children, districts were able to save on transportation costs. In districts with sizeable geographic boundaries, noon bussing of children was expensive. During the energy crisis, citizens in the community would call the district to complain about seeing a huge bus often with only a handful of Kindergarten children being transported at taxpayer expense. Scheduling bus routes for a small group of children who come from all parts of the district necessitates lengthy routes.

The Effect of Equivalent Time on Children Children who attend Kindergarten on an "equivalent" schedule have two variables changing in the "equivalent" Kindergarten.

a. The frequency of attending school changes from daily attendance to a schedule that is intermittant.

b. The length of the day increases from two-and-one-half hours a day to a day that may be as long as the high school students' day of six hours.

The Intermittant Schedule. The schedule for an all-day, alternate day Kindergarten does not in fact allow the child to attend every other day. On Thursdays there are three-days between attendance the following Monday. If Mondays are holidays, there is a gap of five days before the child attends school again. If the child is ill on a school day, the loss of time in school is greater than when illness occurs for a child on a daily schedule. Figure 3 shows a typical all-day, alternate day attendance pattern in Minnesota.

Figure 3.
Alternate Day Schedule

____	Monday	____	Wednesday	____	Friday	____	
____	____	Tuesday	____	Thursday	____	____	
____	(Holiday)	____	Wednesday	____	Friday	____	
____	____	Tuesday	____	Thursday	____	____	

In response to the problems that an intermittant schedule creates, some districts schedule three full days of Kindergarten per week. To be able to do this, the district must subsidize the extra half-day of Kindergarten from the district funds. In addition, only districts with enough space for two Kindergarten rooms or districts with enrollments requiring only a single session of Kindergarten can accommodate to this plan.

A Changing Schedule. To respond to the needs of children for a shorter day at the beginning of the school year, some districts begin children on a half-day, daily schedule in the fall and then in January, or perhaps sooner, the children are changed to an all-day, alternate day schedule for Kindergarten. While the motivation for using this schedule is child-centered, it places a heavy burden on the youngest children in the school district who have the least experience in a school environment. Children are required by this programming to change the length of their day at school from two-and-a-half hours to a five or six hour day. At the same time, these children must change the frequency of their attendance at school from a daily schedule to an intermittant schedule.
In one district each group of Kindergarten children go half-days on Monday, one group goes all-day on Wednesdays and Fridays, and the other group goes all-day on Tuesday and Thursdays. Children have an unstable pattern both in attendance and in length of day, but the district provides a three-day program for children, within the funding base.

Present Status

Many of the smaller districts in the state have made use of the option of providing Kindergarten on an equivalent-time basis. Most of the larger districts in the state have remained on schedules that provide Kindergarten on a daily basis. Table 1. shows the number of districts providing each type of schedule during the previous school year.

Table 1.

Scheduling for Kindergarten by Districts
in 1985-86 School Year

		Number	Percent
Half-Day Daily Kindergartens (HDD		139	34%
"Equivalent" Schedules		266	65%
• Full-Day, Alternate Day (FDAD)	89%		
• Schedule changes during year from HDD to FDAD or TDW	6%		
• Three Days per Week (TDW)	5%		
• Spring Semester only, daily	.001%		
Two Schedules for Different Children		6	1%
Full-Day Daily		3	.003%

The number of children who attend Kindergarten on an equivalent time schedule has steadily increased since 1972 when 44 districts made use of this change in law. Table 2 shows the percentage of Minnesota Kindergarten children who are on each type of Kindergarten schedule.

Table 2.

Kindergarten Children on Different Schedules
in 1985-86 School Year

		Percentage of Children
Half-Day, Daily (HDD)		68%
Equivalent Schedules:		32%
• Full-Day, Alternate Days (FDAD)	28%	
• Three Days per Week (TDW)	2%	
• Schedule changes for the same children from HDD to FDAD or TDW	2%	
• Spring Semester only, daily	.0003%	
All-Day, Daily	.003%	

Program Implications

The length of the school day and the frequency of school attendance are the two aspects of Kindergarten attendance that have received attention since the change in law in 1971. This discussion will look at those two aspects from

the point of view of the children and from the point of view of the classroom teacher.

I. Half-Day Program for Children

A. Advantages of the Half-Day Program for Children:

1. It provides a gradual transition from home to school which may be helpful for younger children or for children who have not had a prekindergarten experience.

2. Children have an opportunity to move gradually from a small-family setting to a large-group setting.

3. The children are more rested and alert.

4. Children can take naps in their home or care center.

5. There is more time for non-school activities with family or other caregiver.

6. Children can have lunch in their home or care center.

B. Disadvantages of the Half-Day Program for Chldren:

1. For children who have been in daily prekindergarten programs, the half-day Kindergarten is not a change of experience.

2. Children who have been in a child care program in the morning may arrive at Kindergarten either tired or over-stimulated.

3. Children who need out-of-home care need to cope with two out-of-home environments.

4. For some children a good lunch will not be available at home or at a caregiver's.

5. Some children have a long bus ride for a short session in school.

6. The intensity of the program is high because there is a short time in school.

7. A lot of curriculum is crowded into a short time block.

II. Full-Day Program for Children

A. Advantages of a Full-Day Program for Children

1. More than half of the Kindergarten population has attended a prekindergarten program and these children do not need a transition from home to school.

2. Children of working parents have a consistent setting for out-of-home care.

3. Children can eat a good lunch at school.

4. Children balance a long bus ride with a longer time in school.

5. There is time in the day for many curriculum areas.

6. Children are able to engage in different and longer projects.

7. Children may have access to specialists in art, music, and physical education.

8. Children with special needs can benefit from services because they are in school on the common elementary school schedule.

9. Children have opportunities for more field trips.

10. Children have more access to the total school through use of the library, gym, and cafeteria.

11. Children have more opportunities to know the total school population.

B. Disadvantages of a Full-Day Program for Children

1. There is an abrupt transition from home for children who have not had a prekindergarten experience.

2. Children may become too tired in a full-day program.

3. Children may need to nap and not be able to rest with many others in the room. This may contribute to a dislike for school.

4. If parents are at home during the day, there is a decrease in the amount of time parents can spend with their child.

5. The school cafeteria atmosphere may be hurried and crowded.

6. A long bus ride and a long day may add to the child's difficulty in handling school.

7. There may be a decision to use the additional time to increase the amount of academic requirements and the program may become too structured for a young child.

8. If the child has lost interest or is too tired to learn, the child may be given busy-work to extend the day.

9. Children have an abrupt transition from a small-family setting to a large-group setting.

III. Daily Attendance for Children

A. Advantages of a Daily Program for Children

1. Children retain more by daily practice.

2. Children experience a daily contact with the teacher.

3. Children have a daily contact with their classmates.

4. Children experience a daily opportunity for learning.

5. Children experience a routine.

6. There are opportunities for reinforcement for slower learners.

7. A continuity of experience is provided when the curriculum is organized around themes or units.

8. Materials from commercial sources are organized for a daily program.

B. Disadvantages of a Daily Program for Children

- None have been identified.

IV. Alternate-Day Program for Children

A. Advantages of an Alternate Day Program for Children

1. Children are more anxious to come to school because they did not attend on the previous day or days.

2. Children have a real enthusiasm for school on the days they are there.

B. Disadvantages of an Alternate Day Program for Children

1. Retention of the concepts learned is diminished.

2. Children meet with the teacher on an irregular schedule.

3. Children do not have opportunities to be with peers on a daily basis and friendships are not supported.

4. Children who are sick experience a large gap between their learning experiences.

5. Snow days and holidays create big gaps in learning opportunities.

6. Children are over-stimulated one day and under-stimuated the next.

7. Children attend school too little to settle into a routine.

8. The continuity of a week's unit of study is lost.

9. Slower students need daily repetition and not a double-dose of instruction every other day.

10. Children are not able to comprehend two day's work in one.

11. Children are confused about when they will be able attend school next.

12. Time for the young child goes much more slowly than for adults or older children.

V. Half-Day Program for Teachers

A. Advantages of the Half-Day Program for Teachers

1. Teachers prepare a lesson and teach it twice.

2. Teachers can modify the curriculum for the second group after teaching it once.

3. There is more preparation time for teachers.

B. Disadvantages of the Half-Day Program for Teachers

1. Kindergarten teachers have twice as many children to know and to teach as other elementary teachers.

2. There are twice as many parents for teachers to know.

3. There are twice as many conferences to hold with parents.

4. There is less time to meet individual needs of children.

5. There is a short day with children.

6. Teachers need to pace the curriculum carefully and cannot always take time when it is needed to develop a lesson.

VI. Full-Day Program for Teachers

A. Advantages of the Full-Day Program for Teachers

1. The teacher has a single group of children to know and to teach.

2. There is a single group of parents to know and twice as many conferences to hold.

3. Teacher spend more time with the children.

4. Teacher have more time to provide opportunties at an appropriate level for each child.

5. The teacher does not need to pace the curriculum as intensively and can take time to meet an instructional need.

6. There is more time for activities to promote the social and emotional growth of children.

7. Concepts being taught can be reinforced more frequently.

8. There is time to work with children who need additional help.

B. Disadvantages of the Full-Day Program for Teachers

1. There is less preparation time.

2. Teacher have more managerial duties: bussing problems, lunch money, lunchroom trays to carry, lunchroom lines to monitor and noon recess.

3. Teachers need to structure and teach more as children cannot manage their own time for long periods.

Note: If the program has an all-day, alternate day schedule, then teachers have twice as many children to know and teach.

Note: If the program has an all-day, alternate day schedule, then teachers have twice as many parents to know and twice as many conferences.

VII. Daily Kindergarten Program for Teachers

A. Advantages of Children's Daily Attendance Schedule for Teachers

1. Teachers have a daily contact with children.

2. Learning experiences can build on those learned the previous day.

3. Daily progress of children can be observed.

4. Children become accustomed to the routines established by the teacher.

B. Disadvantages of Children's Daily Attendance Schedule for Teachers.

- No disadvantages have been found.

VIII. Alternate-Day Attendance Pattern for Teachers

A. Advantage of Children's Alternate-Day Attendance for Teachers

- No advantages have been found.

B. Disadvantages of Children's Alternate-Day Attendance for Teachers

1. Two groups of children may not remain at the same pace in the curriculum because of snow days or holidays.

2. The children have forgotten what they learned when they were last in school and time must be spent in review.

3. Commercial curriculum materials are planned for a daily program and two sessions per day of a curriculum areas is inappropriate for the children.

4. Children require more direction from the teacher to maintain routines.

Summary.

The discussion above is an attempt to separate out three issues: frequency of attendance, length of the school day, and double class loads for the Kindergarten teacher. These three issues are an effect of our present law about Kindergarten attendance and the present funding for Kindergarten.

Frequency of Attendance. No reasons have been found for advocating that a child should not have the opportunity to attend school on a daily basis. Young children are eager to go to school and enjoy learning.

The Length of the School Day. It is not ideal for the young child to have either a two-and-one-half hour day or a six-or-seven hour day. Our public school programs have been defined as two-and-one-half hours mainly for the administrative needs of bringing in two groups of children during the day. Programs for nursery-school-age children in the private sector frequently operate on a three-hour schedule.

A day of four or five hours would be optimal for young children. It is not likely that special busses would be provided for young children attending school for a full-day program of four to five hours. Accommodations would need to be made through the curriculum and through instruction to make a longer day an appropriate one for children.

Double Sessions of Kindergarten. A half-unit of aid for the Kindergarten program requires teachers to have two groups of children per day in a half-day, daily schedule or two groups during each week in the all-day, alternate day schedule. Teachers at the Kindergarten level may have as many as 30 students in each Kindergarten class. This means that there may be as many as 60 five-year-old children that a teacher meets with daily or weekly depending on the schedule. These are children who are not known by others in the elementary school. The classroom teacher has half as much time as an elementary teacher to work with twice as many students and these students have not been previously assessed by other educators.

Kindergarten teachers must also conference with the parents of these two classes. There are potentially 120 adults that the Kindergarten teacher needs to meet and come to know.

All-Day, Daily Kindergarten Attendance:
A World View

In many nations of the world, children of Kindergarten age are attending school on a full-day, daily basis. The British Infant schools offer a full-day program for children beginning at age 5. Five year olds in Belgium attend school for six hours each day. In the Soviet Union, Kindergarten is scheduled from 7:30 a.m. until 7:00 p.m.

What Does Research Show About All-Day, Daily Kindergarten? Research on all-day, daily Kindergarten has largely been focused on whether the children make academic improvements that are measureable through current tests. Findings from six fairly recent studies will be sited here.

1.
Stinard (1982), working with other's research data, selected out studies that compared daily experiences for children in either half-day or full-day settings. The predominant interest of his work was to determine which schedule worked best. He found 8 studies conducted in the past ten years, from all types of geographic locations, using heterogeneous groups of children who varied in race and socioeconomic status.

Stinard found no studies that used control groups, but comparison groups were matched on relevant characteristics. Stinard did not make use of parent or teacher attitude information from these studies as he did not think these generalized well to other locations. Stinard aggregated comparison results reported by these studies and looked at subtest scores.

Findings.

- Eighty-five percent of the comparisons showed that children in full-day, daily Kindergarten performed better in achievement than children in half-day, daily programs.
- In no case did the half-day students out-perform the all-day students.

2.
Humphrey, (1980, 1983) has reported on the implementation of a full-day Kindergarten program in the Evansville -Vanderburgh School Corporation in Indiana. Four schools in the district had full-day, daily Kindergarten in the 1978-80 school years and Humphrey assessed their progress in a first study and found they did well at the end of Kindergarten and first grade. The board asked for a follow-up study on these children to determine whether there were any long-term benefits.

Findings.

- Only 2% of the parents preferred half-day to full-day.
- Primary teachers found full-day superior to half-day.
- Children from full-day programs tended to have higher report card marks in academic subjects and conduct.
- Children from full-day programs were retained less often.
- Children from full-day programs scored higher in 14 areas on the Comprehensive Tests of Basic Skills.
- Attitudes toward school and self-concept of children showed no differences between children who had experienced different Kindergarten attendance patterns.
- Children from half-day programs did better in handwriting.

3.
Gittleman (1983, 1984) evaluated the Kindergarten program for the Hamilton Township Schools in New Jersey as they developed pilot programs of all-day Kindergarten in the 1982-83 school year and continued to pilot all-day, daily Kindergarten in the 1983-84 school year. During the 1984-85 school year all of the Kindergartens in the district changed to a full-day, daily schedule.

The class schedule in the Hamilton Township Schools had approximately four hours of instructional time and two hours for snack, rest, and play in the full-day program. By contrast, the half-day program had one hours and forty minutes of instructional time and 50 minutes for snack and rest. The half-day program allocated no time for play.

Findings.

- The children in full-day daily kindergarten scored significantly higher on the mathematics section of the Comprehensive Test of Basic Skills.
- Parents of children in full-day programs reported

more learning.

- Parents of children in half-day programs wanted more time for individualization.

4.
Gullo, Bersani, Bayless and Clements (1985) looked at achievement of Kindergarten children in three different scheduling situations: half-day, daily; full-day, alternate day; and full-day, daily.

Findings.

- The children in the all-day program scored significantly higher than children in the two other scheduling options.
- There were no differences in achievement on the Metropolitan Readiness Test for children in half-day, daily programs and full-day, alternate day programs.
- The Hahnemann Elementary Behavior Rating Scale showed teachers rated children in the all-day, alternate day program less negatively than teachers in the other two settings.

5.
Jarvis & Molnar (1985) studied children in the New York City Public Schools in the 1983-84 school year. When the district began all-day, daily Kindergarten programs for all children, the district was able to accommodate most of them. By the end of February, 1984, however, there were 2,360 who were still attending half-day classes in 9 of the cities 32 community school districts. All-day, daily Kindergarten was being provided for 56,240 children.

This study reports on a sample of 1,807 monolingual students and 242 bilingual students from the all-day, daily program and 539 monolingual students and 55 bilingual students in the half-day, daily program. Students were given the Brigance K & 1 Screen, a measure of school readiness skills, in the fall and again in the spring. The Language Assessment Battery, a test of English language proficiency, was given to Spanish/English bilingual children in half-day and full-day programs both in the fall and in the spring.

Findings.

- All children showed gains in readiness skills or English proficiency whether in half-day or all-day classes.
- Half of the children in the monolingual classes came from homes where English was not the dominant language.
- When children attended monolingual classes and when

English was not the dominant language of the home, greater gains in readiness occurred with the all-day schedule.

- When children had relatively poor readiness skills, they made greater gains in the all-day program than in half-day programs.
- Children in all-day bilingual classes made greater gains than those in half-day bilingual classes.

6.
Adcock, Hess & Mitchell (1981) compared children in Maryland state-funded pilot programs of full-day, daily Kindergarten. The 131 children from five classes in full-day programs attended school for six hours. The 58 children from three classes in half-day programs attended school for 2 1/2 hours. The Metropolitan Achievement Survey Battery was administered at the beginning and end of the year.

Findings.

- Students in the full-day program had significantly higher scores in every area tested.

The Humphrey data and the Adcock, Hess & Mitchell data were part of the comparison data used by Stinard in the first study cited.

Observational Research

The quality of the school experience for children in full-day programs is becoming a focus of research. Two examples of recent studies are reported here. They are, in some ways, studies in contrast. One is a university setting that has a full-day Kindergarten. The other is the New York City Public Schools that set out to evaluate the quality of what was happening in the full-day Kindergartens as well as trying to assess achievement gains.

1.
Brown & McCarthy (1985) reported on observations of teachers in a full-day, daily program at Indiana State University at Terre Haute. Their research forcused on two questions:

- Will children show a sustained interest in some of the activities and experiences?
- Will children show deeper understanding of basic concepts?

Observations recorded by teachers showed:

- Children had more time and space to explore at their own pace and level of interest.
- Children spent more quality time on a specific task due to longer, uninterrupted work periods.

- Children gained respect for their own developing skills and the skills of peers.

2.
Jarvis & Molnar (1985) reported on classroom implementation of the all-day, daily Kindergarten programs in the New York City Public Schools. Classroom observations were conducted in 140 randomly selected classrooms. The focus of observations was on:

- type and frequency of classroom activities
- instructional materials used
- grouping patterns
- adult-child interaction.

The observers found a wide range of classroom approaches: from experiential, child-focused programs to didactic, academic, teacher-directed programs. While the majority of the time was devoted to productive educational activity, the observers did not find the objective of individualized instruction being met. Seventy-six percent of interactions of children and teachers occurred in large-group settings. There were few classroom aides.

Instructional activities to teach oral language, reading, writing, mathematics, social studies or science occurred in 49% of the time-sampled observations. Experiential activities such as play, music, blocks, sand/water play, puzzles and group time were observed in about 38% of the time-sampled observtions. Large motor activities and outdoor play were seldom observed.

Observations showed that children were exposed to more educational experiences in an all-day program than could occur in a half-day program. Observers used the time when children were engaged in lunch, snack and rest to interview the teachers. For this reason there were no systematic observations of those portions of the day, but the researchers stated that these activties were important for the quality of life in classrooms.

Conclusions

This report has shown the present Kindergarten schedules in Minnesota and has reported on the program implications of those schedules. It has discussed various outcomes of the law that allows Kindergarten to be offered on an "equivalent" basis to the half-day, daily program. The advantages and disadvantages of half-day and full-day programs for both children and teachers were discussed. The research on full-day Kindergarten was reviewed and the research on the quality of life for young children in programs was briefly mentioned.

The all-day daily Kindergarten program is an opportunity for the child's day to be stretched out and expanded. It's a matter of time. Time for:

- self-awareness and positive self-images
- respect for others
- greater blocks of uninterrupted time for learning in more relaxed atmosphere
- teacher observation of children
- play/discovery activities
- language
- individual attention
- enriching experiences: cooking, field trips, art, music, dramatics, and physical education
- stronger social relationships with peers and adults
- talking about experiences, solving problems, oganizing ideas, arriving at conclusions, engaging in critical thinking
- a greater balance between child-initiated and teacher-directed activities
- involvement in broader school activities
- a lunch time in which sound nutrition, good eating habits and social skills can be stressed
- greater opportunities for children of limited English proficiency
- greater opportunities for help and attention for children with special needs
- developing a parent-teacher partnership
- support for working parents
- continuity in the day for children needing child care.

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
521	Ada	42						
511	Adrian				44			
001	Aitkin				121			
301	Aekley					12		
745	Albany				141			
241	Albert Lea	353						
242	Alden					23		
206	Alexandria				329			
436	Alvarado					9		
79	Amboy-Good Thunder				37			
876	Annandale	134						
001	Anoka	2,594						
784	Appleton				58			
437	Argyle					19		
731	Arlington	65						
261	Ashby	23						
566	Askov					24		
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SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
341	Atwater				51			
021	Audubon				24			
691	Aurora				95			
492	Austin	309						
692	Babbitt				54			
114	Backus				27			
676	Badger				16			
162	Bagley				111			
411	Balaton				36			
146	Barnesville				79			
091	Barnum				50			
542	Battle Lake				37			
057	Beardsley				51			
726	Becker				80			
736	Belgrade				58			
716	Belle Plaine				95			
371	Bellingham					17		
PAGE TOTALS:		309			864	17		

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
631	Belview					14		
031	Bemidji				441			
777	Benson				86			
786	Bertha-Hewitt				53			
727	Big Lake	111						
646	Bird Island				45			
693	Biwabik	38						
032	Blackduck		58					
756	Blooming Prairie				67			
271	Bloomington	807						
240	Blue Earth				84			
522	Borup	9						
314	Braham				95			
181	Brainerd	49			426			X
207	Brandon				31			
846	Breckenridge				82			
513	Brewster				19			
PAGE TOTALS:		1,014	58		1,409	14		

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
217	Bricelyn	16						
286	Brooklyn Center	107						
737	Brooten				45			
787	Browerville				48			
421	Brownton				36			
877	Buffalo	311						
647	Buffalo Lake				26			
191	Burnsville				697			
836	Butterfield	23						
531	Byron				101			
299	Caledonia				64			
911	Cambridge				306			
852	Campbell				11			
891	Canby					83		
252	Cannon Falls	124						
093	Carlton	67						
115	Cass Lake				63			
PAGE TOTALS:		581			1,397	83	11	

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
012	Centennial	325						
451	Ceylon				13			
918	Chandler-Lake Wilson					19		
112	Chaska	230						
227	Chatfield		59					
141	Chisago Lakes	196						
695	Chisholm	92						
771	Chokio-Alberta				35			
126	Clara City				33			
201	Claremont				27			
789	Clarissa				25			
892	Clarkfield				43			
391	Cleveland				45			
058	Clinton					15		
094	Cloquet	204						
750	Cold Spring	177						
316	Coleraine	124						
PAGE TOTALS:		1,348	59		221	34		

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
013	Columbia Heights	275						
081	Comfrey				25			
166	Cook County				41	8		X
461	Cosmos	25						
412	Cottonwood				42			
095	Cromwell				24			
593	Crookston	156						
182	Crosby				126			
611	Cyrus				22			
648	Danube				29			
466	Dassel-Cokato				127			
378	Dawson				67			
543	Deer Creek				16			
317	Deer River				100			
879	Delano				94			
218	Delavan	17						
022	Detroit Lakes				254			
PAGE TOTALS:		456			967	8	31	

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
147	Dilworth	47						
202	Dodge Center				50			
533	Dover-Eyota				58			
709	Duluth	1,100						
790	Eagle Bend				27			
453	East Chain					17		
595	East Grand Forks	158						
893	Echo					25		
272	Eden Prairie	404						
463	Eden Valley				78			
581	Edgerton					24		
273	Edina	324						
263	Elbow Lake				49			
806	Elgin				45			
728	Elk River	499						
762	Ellendale				34			
514	Ellsworth				17			
PAGE TOTALS:		2,532			358	66		

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
219	Elmore	16						
896	Ely	86						
243	Emmons	First				Second	27	
099	Esko	71						
208	Evansville					21		
697	Eveleth				72			
649	Fairfax				25			
454	Fairmont	213						
656	Faribault				345			
192	Farmington	212						
544	Fergus Falls	237						
599	Fertile				36			
570	Finlayston				15			
600	Fisher				16			
698	Floodwood				32			
051	Foley				137			
831	Forest Lake	513						
PAGE TOTALS		1,348			678	21	27	

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
601	Fosston				69			
650	Franklin	6						
023	Frazee				126			
244	Freeborn					12		
014	Fridley	217						
505	Fulda				43			
078	Garden City				59			
732	Gaylord	40						
733	Gibbon					23		
422	Glencoe	114						
245	Glenville	28						
612	Glenwood	First			Second		88	
145	Glyndon				54			
158	Gonvick			21				
253	Goodhue				50			
561	Goodridge					25		
060	Graceville					27		
PAGE TOTALS		405		21	401	87	88	

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
460	Granada-Huntley				37			
495	Grand Meadow				37			
318	Grand Rapids				382			
894	Granite Falls				78			
678	Greenbush				40			
791	Grey Eagle	30						
447	Grygla					23		
768	Hancock				21			
228	Harmony	28						
200	Hastings	367						
150	Hawley				77			
203	Hayfield				94			
651	Hector	25						
734	Henderson					27		
402	Hendricks	21						
525	Hendrum				38			
545	Henning							
PAGE TOTALS:		471			844	50		

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
264	Herman				31			
700	Hermantown				92			
330	Heron Lake-Okabena	First			Second		30	
701	Hibbing	275						
002	Hill City				25			
671	Hills-Beaver Creek	42						
573	Hinckley				85			
738	Holdingford	First			Second		113	
270	Hopkins	497						
294	Houston				53			
880	Howard Lake				75			
423	Hutchinson				203			
361	International Falls	169						
199	Inver Grove	325						
473	Isle				51			
403	Ivanhoe				33			
324	Jackson	111						
PAGE TOTALS:		1,419			648		143	

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
830	Janesville	48						
582	Jasper					16		
717	Jordan	93						
353	Karlstad				35			
204	Kasson-Mantorville	115						
036	Kelliher					29		
354	Kennedy					15		
209	Kensington				48			
254	Kenyon				54			
775	Kerkhoven				57			
222	Kiester	17						
739	Kimball				87			
300	La Crescent	106						
404	Lake Benton				First	Second	22	
813	Lake City	First			Second		114	
070	Lake Crystal	First			Second		70	
390	Lake of the Woods				64			
PAGE TOTALS:		379			345	60	206	

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
024	Lake Park				35			
381	Lake Superior	205						
325	Lakefield				30			
194	Lakeville	246						
633	Lamberton	First			Second		27	
356	Lancaster					15		
229	Lanesboro				31			
306	Laporte				30			
392	Le Center				64			
499	Le Roy				37			
393	Le Sueur				94			
424	Lester Prairie	35						
857	Lewiston				X	X		54
465	Litchfield				165			
482	Little Falls				225			
362	Littlefork-Big Falls				40			
792	Long Prairie				80			
PAGE TOTALS:		486			831	15	27	54

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
670	Luverne	97						
497	Lyle					24		
415	Lynd	18						
238	Mabel-Canton				37			
837	Madelia	39						
377	Madison				51			
669	Magnolia				16			
432	Mahnomen	X			X			80
832	Mahtomedi	128						
077	Mankato	614						
881	Maple Lake	84						
072	Mapleton				55			
376	Marietta-Nassau	9						
413	Marshall	206						
127	Maynard					18		
809	Mazeppa					28		
PAGE TOTALS:		1,195			159	70		80

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
004	McGregor				54			
603	McIntosh				38			
763	Medford				53			
740	Melrose	138						
821	Menahga				60			
604	Mentor				First	Second	12	
440	Middle River				23			
912	Milaca				123			
128	Milan					22		
635	Milroy					21		
001	Minneapolis	3,299 X				X		229
414	Minneota				74			
223	Minnesota Lake				29			
276	Minnetonka	316						
129	Montevideo				174			
882	Monticello	203						
PAGE TOTALS:		3,956			628	43	12	229

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
152	Moorhead	453						
097	Moose Lake				60			
332	Mora				155			
636	Morgan				37			
769	Morris				98			
657	Morristown				32			
652	Morton	26						
483	Motley				36			
621	Moundsview	929						
712	Mountain Iron-Buhl				86			
173	Mountain Lake					42		
319	Nashwauk-Keewatin				69			
308	Nevis					14		
345	New London-Spicer				135			
721	New Prague				169			
827	New Richland				59			
088	New Ulm	187						
PAGE TOTALS:		1,595			936	56		

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
553	New York Mills				63			
441	Newfolden	First				Second	42	
507	Nicollet		24					
138	North Branch	First			Second		185	
622	N. St. Paul-Maplewood	695						
659	Northfield	263						
333	Ogilview				55			
627	Oklee				39			
653	Olivia				71			
480	Onamia				81			
278	Orono	150						
062	Ortonville	62						
213	Osakis				44			
279	Osseo	1,564						
761	Owatonna	338						
309	Park Rapids	145						
547	Parkers Prairie				38			
PAGE TOTALS:		3,217	24		391		227	

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
741	Paynesville	First			Second		123	
548	Pelican Rapids				92			
186	Pequot Lakes	First			Second		60	
549	Perham	128						
232	Peterson	14						
484	Pierz				104			
116	Pillager				49			
578	Pine City				142			
255	Pine Island	80						
025	Pine Point	8						
117	Pine River				60			
583	Pipestone	95						
810	Plainview				75			
628	Plummer				23			
233	Preston	42						
477	Princeton				212			
719	Prior Lake	215						
PAGE TOTALS:		582			757		183	

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
704	Proctor	147						
195	Randolph	34						
346	Raymond				39			
038	Red Lake	100						
630	Red Lake Falls				57			
256	Red Wing	236						
637	Redwood Falls				113			
118	Remer				47			
280	Richfield	333						
281	Robbinsdale	1,149						
535	Rochester	1,034						
883	Rockford	122						
682	Roseau				100			
196	Rosemount	1,298						
623	Roseville	491						
850	Rothsay				15			
485	Royalton				62			
PAGE TOTALS:		4,944			433			

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
139	Rush City				52			
234	Rushford	First			Second		56	
418	Russell				25			
584	Ruthton				15			
655	Sacred Heart				70			
638	Sanborn					14		
576	Sandstone				45			
748	Sartell	138						
743	Sauk Centre					46		
047	Sauk Rapids	270						
820	Sebeka				61			
720	Shakopee	211						
456	Sherburne				41			
425	Silver Lake	41						
328	Sioux Valley				16			
504	Slayton	75						
084	Sleepy Eye				47			
PAGE TOTALS:		735			372	60	56	

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
363	South Koochiching				28			
006	South St. Paul	270						
833	So. Washington County	772						
500	Southland				58			
297	Spring Grove				43			
016	Spring Lake Park	333						
237	Spring Valley	71						
085	Springfield				59			
282	St. Anthony-N. Bright	65						
858	St. Charles				84			
075	St. Clair	40						
742	St. Cloud	786						
015	St. Francis				339			
840	St. James	117						
710	St. Louis County				226			
283	St. Louis Park	308						
885	St. Michael-Albertville	93						

PAGE TOTALS: 2,855 837

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
625	St. Paul	2,694						
508	St. Peter	144						
793	Staples				X	X		124
614	Starbuck				44			
443	Stephen				24			
426	Stewart	First				Second	27	
534	Stewartville	136						
834	Stillwater	474	56					X
178	Storden-Jeffers	First			Second		31	
486	Swanville				35			
564	Thief River Falls	192						
708	Tower-Soudan				19			
417	Tracy				55		55	
458	Truman				41			
526	Twin Valley				29			
409	Tyler				36			
914	Ulen-Hitterdal				31			
PAGE TOTALS:		3,640	56		314		113	124

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
550	Underwood				30			
487	Upsala				35			
818	Verndale					42		
615	Villard				18			
706	Virginia				172			
811	Wabasha					46		
640	Wabasso				41			
110	Waconia	96						
819	Wadena				106			
913	Waldorf-Pemberton				46			
119	Walker				62			
641	Walnut Grove				32			
258	Wanamingo				27			
446	Warren				54			
690	Warroad	92						
829	Waseca				259			
111	Watertown-Mayer				100			
PAGE TOTALS:		188			982	88		

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
395	Waterville				76			
435	Waubun				34	24		X
284	Wayzata	380						
459	Welcome	27						
224	Wells				69			
205	West Concord				41			
197	West St. Paul	291						
175	Westbrook					29		
277	Westonka	206						
803	Wheaton				44			
624	White Bear Lake	622						
347	Willmar	238						
577	Willow River				43			
177	Windom	83						
225	Winnebago				38			
861	Winona	379						
427	Winsted	25						
PAGE TOTALS:		2,251			345	53		

SIX SCHEDULES USED IN MINNESOTA FOR KINDERGARTEN CHILDREN: 1985-1986

NO.	DISTRICT NAME	DAILY ATTENDANCE PATTERN			ALTERNATE-DAY ATTENDANCE PATTERN		SAME CHILDREN EXPERIENCE TWO SCHEDULES DURING YEAR	TWO SCHEDULES USED IN DISTRICT FOR DIFFERENT CHILDREN
		HALF-DAY	FULL-DAY ALL YEAR	FULL-DAY SPRING SEMESTER	FULL-DAY EVERY OTHER DAY	FULL-DAY THREE DAYS WEEKLY		
735	Winthrop	40						
518	Worthington	176						
100	Wrenshall				30			
236	Wykoff	25						
260	Zumbrota				82			
	PAGE TOTALS:	241			112			
	TOTAL ENROLLMENTS:	39,090	197	21	15,959	881	1,093	487

STATE KINDERGARTEN ENROLLMENT: 57,733